DOCUMENT RESUME

ED 132 288 CE 008 510

TITLE Meeting on Literacy Training, Berlin (West). Final Report. July 11-17, 1975.

INSTITUTION Deutscher Volkshochschul-Verband, Frankfurt (West Germany).; German Foundation for International Development, Bonn (West Germany).; International Inst. for Adult Literacy Methods, Teheran (Iran).

PUB DATE 31 Jan 76

NOTE 50p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS *Adult Literacy; *Educational Needs; *Educational Planning; Foreign Countries; Illiterate Adults; *Instructional Materials; *Literacy Education; Material Development; Nonformal Education; Planning Meetings; *Teacher Education; Training Techniques

ABSTRACT

This report's major points are highlighted in two sections: Section One sets forth the rational, design, and intended use of the training monograph series, "Literacy in Development", which (1) has been commissioned by the International Institute for Adult Literacy Methods, (2) is to be used as the basis for the Institute's future training activities, (3) addresses the needs of middle level literacy workers, and (4) treats those operations basic to the conduct of literacy and nonformal education programs. Section Two summarizes the recommendations of panel members whose goals involved discussing and guiding the development of the Institute's monograph series, examining the role of training in the promotion of nonformal education, and identifying appropriate training strategies and methodologies. (WL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED132288

Teheran, IRAN
31st January 1976

FINAL REPORT

of

Meeting on Literacy Training
Berlin (West)

11-17 July 1975

Sponsors:

German Foundation for International Development

German Adult Education Association

International Institute for Adult Literacy Methods

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 008 510

TABLE OF CONTENTS

Section One	Page
I.1 Background and Purpose	1
I.2 Design	3
I.3 Titles under Preparation	4
I.4 Titles in Search of Authors	6
I.5 Publication, Distribution and Use	6
Section Two	
II.1 Objectives of Panel of Experts Meeting	8
II.2 Participants	9
II.3 Documentation	12
II.4 Programme	13
II.5 Conclusions	13
Appendix	
Reports of the Working Groups	23

OE 008 510

SUMMARY

Section One of this paper sets forth the rational, design and intended use of the training monograph series, "Literacy in Development" which has been commissioned by the International Institute for Adult Literacy Methods. The series, which is to be used as the basis for the Institute's future training activities, addresses the needs of middle level literacy workers and treats those operations basic to the conduct of literacy and non-formal education programs.

Section Two summarizes the recommendations of a Panel of Experts which met in Berlin (West) from 11-17 July, 1975 to consider the monograph series. The meeting had as its general objectives the examination of the role of training in the promotion of non-formal education and the identification of appropriate training strategies and methodologies. The more immediate purpose of the meeting was that of discussing and guiding the development of the Institute's monograph series.

SECTION ONE

"Literacy in Development" is a series of training monographs commissioned by the International Institute for Adult Literacy Methods and is addressed to the needs of intermediate level literacy workers in developing nations. The planning of this monograph series began in the early months of 1974. It was born from the realization that relatively little attention has been paid to the systematic training of literacy workers or to the organization and diffusion of the wealth of experience deriving from numerous and varied literacy projects and programmes being conducted around the world. The reasons for this neglect are multifold. In many nations, literacy work had its origins in missionary activities and historically had been little influenced by scientific pedagogy. The placement of literacy outside the formal education system is another factor. With some noteworthy exceptions, neither universities nor teacher's colleges have addressed themselves to the problem of literacy work or to the training requirements of the literacy worker. Yet, the diffusion of literacy constitutes a major activity - it is usually the major form of adult education throughout the developing world.

1.1 BACKGROUND AND PURPOSE

It was the situation described above which engendered the monograph series. Briefly put, the purpose of this series is to bring to the field worker soundly based but simply expressed guidance relating to the problems he faces in his daily work. Such instruction should be based upon both the insights of the social sciences and the teachings of experience. Ideally, the authors of the monographs should possess a first-hand understanding of the problems of the literacy worker in addition to an expertise in the subject matter treated in the monograph.

Dr. Harbans S. Bhola has agreed to serve as General Editor of the series. Bhola, presently Associate Professor at Indiana University, has earlier in his career served as Acting Director of Literacy House, Lucknow, India and as a Senior Advisor to the Unesco assisted Functional Literacy Pilot Project in Tanzania. He is thus familiar with both the needs of the practitioner and the potential contributions which those in academic life may bring to the solution of such problems.

It is recognized that the training needs of literacy workers are varied and complex. Indeed, even the identification of the "middle level literacy worker" who constitutes the "target population" for these monographs is challenging and uncertain. The characteristics of the literacy worker and the organization of literacy programmes vary markedly from one society to another and even within the same society. The relative scarcity of qualified manpower, differences in administrative organization and traditions, the structure of the language in which literacy is to be achieved, and, more generally, the nature of the context influence both the demand for literacy and the manner in which authorities seek to respond to it. This variability is, however, by no means unique to literacy work. The planning of electrification or the establishment of primary schools encounter analogous uncertainties. Thus, while it is essential to bear the differing circumstance of the developing nations in mind, it is equally important to realize that literacy work in all societies raises a set of common problems and calls for the effective performance of a number of similar functions if progress is to be achieved. Primers will have to be designed, written, printed and distributed. Teachers will have to be recruited, selected, trained, assigned, supervised and rewarded for their work. Potential students will have to be identified, found, persuaded and enrolled before classes can begin. These are the types of problems with which the monograph series is concerned. In every society the nature of these problems will differ either subtly or enormously. The applicable techniques will, however, be similar or identical in many societies. While a primer intended for use in rural Africa will not be the same as one designed for urban Asia, the approaches used in developing them will show a good many points of similarity.

No pretense is made that the proposed monograph series will be a panacea for either the improvement of literacy programmes or even the improved training of literacy workers. Sadly, there are rarely simple solutions to complex problems. The objective of the series is more modest: that of providing the literacy worker with an available, accurate, comprehensible and useful training tool and reference. The guidance offered is intended to be suggestive and illustrative. The practitioner to whom it is addressed is perceived, not as a robot, but, as a thinking and discriminating individual capable of determining the relevance of what is written to the situation to which he is

considering applying it. Success in literacy instruction, as in any activity which aims at the development of human capabilities, must ultimately depend upon the initiative, imagination and commitment of those responsible for the undertaking. The purpose of the monographs is to assist these workers by making available to them in a systematic and organized fashion insights pertinent to the problems which they encounter and instruction relating to the functions they are called upon to perform.

While the emphasis in the series is upon literacy, much of what is discussed is applicable to other forms of non-formal education as well. The use of radio for the promotion of literacy is not, for example, fundamentally different from its use to improve agricultural practices and promote public health. Indeed, in well designed programmes these uses are allied and complimentary.

1.2 DESIGN

In order to serve as effective training tools, what must the monographs be? First, they must be simply written, direct and to the point. One must communicate before one can instruct. Next, they must be written from the perspective of the field worker. The author must perceive the problem as the worker perceives it. Wherever possible, the monographs should be an invitation to dialogue. That is there should be an active problematic format, which places the emphasis upon asking rather than telling. It goes without saying that the monographs must be pedagogically sound and rich in examples and illustrations, general principles being demonstrated through particular instances. Wherever, possible, the rudiments of a subject are to be covered in introductory chapters with refinements and further developments presented in subsequent chapters. In mystery stories, the best is saved for the last. In instructional materials, the "plot" - in all its essential aspects - must be expressed in the opening chapter. Finally, while the monographs will contain a list of reference works on the subject matter under discussion, it must be remembered that the literacy worker will not usually live in the shadow of a university library. Thus the monographs must be self-contained guides to the essential aspects of the subjects treated.

The use of the monographs in organized training sessions is to be hoped for and encouraged. But realism requires that we remember that literacy

work is often a lonely vocation where the only available source of guidance may be a book. For this reason, it is important that the monographs be designed for self-instructional use. To the extent feasible, they should employ a semi-programmed format. In short, they should be teaching-books, which not only provide advice but are themselves examples of good instructional practice.

1.3 TITLES IN PREPARATION OR UNDER CONSIDERATION

The monograph series was intended to be problem and function oriented. That is, the emphasis was placed on resolving the difficulties the literacy worker was known to be encountering and in assisting him in the more effective performance of the tasks with which his work confronts him. These were the criteria employed by the General Editor in the selection of subject matter.

It will be noted that the titles commissioned or under consideration treat a wide range of subjects, functions and techniques. These are at various stages of completion. In most instances the work is promised or in progress. In other cases, discussion on the "whether" and "when" continues. The time-table which authors set for themselves tends - understandably - to be flexible. It should be noted here that the honoraria paid are extremely modest in relationship to the exertions required. The principal compensation is the opportunity to render a substantial service. Fortunately, this remains a compelling motive.

In the paragraphs which follow, the content of each of the monographs under consideration is summarized.

Programmed Instruction for Literacy Workers, by S. Thiagarajan, deals directly with the world of the literacy worker and talks specifically to his concerns with the teaching-learning technique called programmed instruction. The author stresses the usefulness of programmed materials in literacy work, as well as their role in the in-service training of literacy teachers. (Status: In Press)

The Use of Radio in Adult Literacy Programs, by Richard Burke, describes the features of radio broadcasting that recommend it as a valuable and integral part of any effort to provide literacy and fundamental education to a wide variety of audiences. Special emphasis is

placed upon the active role that the field worker can play in radio-based literacy programmes. (Status : In Press)

Learning to Read and Reading to Learn: An Approach to a System of Literacy Instruction, by Sohan Singh, seeks to explain the rationale of an instructional system and to demonstrate the connections among its various compoments. (Status : In Press)

Lessons from Linguistics for the Literacy Worker, by Kenneth Baucom, will deal with the implications of linguistic plurality on literacy activities, the development of written languages for literacy work, the linguistic considerations in production of materials, linguistic theory contributing to the understanding of the reading process and the relationship between literacy and language learning. (Status : In Preparation)

Toward Understanding Visual Literacy and Visual Communication, by Fred and Anne Zimmer, is an attempt to show how visual massages can be effectively planned and designed to reach the people for whom they are intended. (Status : In Preparation)

Making Evaluation Operational in Functional Literacy Programs, by H.S. Bhola, will treat the major points of a paper by Professor Bhola, "Making Evaluation Operational in Functional Literacy Programs", while at the same time further developing the key concepts. (Status : In Preparation)

Organizing for Literacy Work, by H.S. Bhola, will be an enlargement and further development of the ideas expressed in his article "Some Introductory Lessons in 'Organizational Literacy' for Functional Literacy Workers". (Status : In Preparation)

Rural Libraries, by E.C. Shaw, will treat the problems of inadequate book distribution and analyze possible schemes for achieving better distribution of reading materials among semi and new literate reading publics. (Status : In Preparation)

Teaching Words and Ideas to Adult Learners, by Edgar Dale, discusses the necessary stepts in the development of word lists for use in the development of literacy texts and follow-up materials to assure that materials written for adults remain readable. Basic techniques for enhancing readability are presented. (Status : In Preparation)

Simulations and Games, by David Evans and David Kinsey, speaks to the use of simulations and games and their value in non-formal education projects. The authors will draw upon games and simulations developed for the Ecuador non-formal education project in the development of the monograph. (Status : In Preparation)

Books for New Literates - Follow-Up Materials for New Literates, by H.S. Bhola, will be the topic of a future monograph now in the planning stages. The author will draw upon his experience in this field and include information on the training of writers, book production and book distribution. (Status : In Preparation)

Literacy Programmes for Adult Women, by Marion Halverson, will draw upon the author's many years of field work in the design and implementation of programmes for women. (Status : In Preparation)

A Global Science Curriculum for Unschooled Adults, is an ambitious project being undertaken by faculty members at Indiana University. The monograph will seek to explain a number of basic scientific concepts relating to everyday life and show their interrelationships and the uses to which such knowledge can be applied. (Status : In Preparation)

1.4 TITLES IN SEARCH OF AUTHORS

Lessons from Anthropology for the Literacy Worker
Lessons from Sociology for the Literacy Worker
Lessons from Psychology for the Literacy Worker
Assessment of Learner Needs
The Role of Mass Media in Literacy Training
The Training of Literacy Trainers
Writing Literacy Primers

1.5 PUBLICATION, DISTRIBUTION AND USE

The preparation of manuscripts, while essential, is only a first step in answering the training needs to which the monographs are addressed. First, the original languages of the monographs will be English. But literacy workers will not, in general, know a European language. Thus, translation into national or regional languages is important. How can translation be encouraged? What sources of financing would be available?

It is further realized that a conscious effort is required for the transformation of a book - even one presented in self-instructional format - into a training tool. It is not sufficient to hand a monograph to a literacy worker. One must demonstrate that the monograph's contents are useful in solving the problem the worker is encountering. This could be achieved through use of the monographs in workshops at the national, regional and local levels in the developing countries.

The Institute anticipates that the monograph series will form the basis of its future training activities. It proposes to encourage their use by making assistance available for the organization of workshops and seminars. To the extent that its resources allow, the Institute will provide consultants or staff members to participate in such workshops. Priority consideration would be accorded to those who demonstrate their seriousness by translating the monographs to be used in such training sessions into a national language. Users of the monographs will also be encouraged to correspond with the Institute which will seek to respond adequately to all inquiries.

SECTION II

The panel of Experts to discuss "Literacy in Development", a series of training monographs commissioned by the International Institute for Adult Literacy Methods (IIALM)*, was held at the Public Administration Promotion Centre in Berlin (West) from 11-17 July, 1975.

The panel organised by the German Foundation for International Development, was held in co-operation with the German Adult Education Association and the International Institute for Adult Literacy Methods.

II.1 OBJECTIVES

The meeting had as its general objectives the examination of the role of training in the promotion of non-formal education and the identification of appropriate training strategies and methodologies. It was felt that such guidance would be of direct relevance to the organizing institutions in the design and conduct of their training activities. It was hoped that other international organizations and the sponsors of bilateral assistance programmes might be indirect beneficiaries of the recommendations deriving from the meeting.

The increasing emphasis which has recently been placed upon non-formal education made the meeting timely. Non-formal approaches to education imply a need for new training strategies and priorities. In many cases the adaptation or replacement of prevailing training strategies with new and more suitable models may be required.

The more immediate purpose of the meeting was that of discussing and guiding the development of the series of training monographs commissioned by the IIALM. Panel participants were asked to offer specific suggestions pertaining to the revision of the three monographs in hand: *The Use of Radio in Adult Literacy Programmes* by Professor Richard Burke; *Learning to Read*

*The International Institute for Adult Literacy Methods (IIALM) was founded in 1968 under an agreement between Unesco and the Government of Iran. Since that time, the Government of Pakistan has joined the Governing Board of the Institute.

and Reading to Learn: An Approach to a System of Literacy Instruction by Sohan Singh; and *Programmed Instruction for Literacy Workers* by S. Thiagarajan. Suggestions as to content, form and presentation were requested of participants. More general guidance in the development of the series - such as new titles to be included, testing situations, sources of funding for translation, institutional co-operation and distribution - were well as solicited from the participants.

II.2 PARTICIPANTS

The Expert Panel was attended by twenty participants representing national and international agencies working in the field of literacy and non-formal education, as well as the guest editor and authors of the three manuscripts presented for consideration. Two observers also attended.

Participants representing national organizations included:

Mrs. Lilly Ayman
Curriculum Materials Expert
Iranian National Committee for World Literacy Programmes
P.O. Box 11/1923, Tehran
Iran

Dr. Ahmed Fattahipour
Director
INCADET
Vessal-e-Shirazi Street
Tehran
Iran

Mr. A. Elsafi Hashim
Ministry of Education
Adult Education Department
Khartoum
Sudan

Mr. Zakayo Joseph Mpogolo
National Deputy Director
UNDP/UNESCO Functional Literacy
Curriculum Programmes and Materials
Development Project
MWANZA
Tanzania

Dr. James Ogunlade
Lecturer/Assistant Director
Continuing Education Centre
University of Lagos
Yaba-Lagos
Nigeria

Dr. Kowit Vorapipatana
Chief, Adult Education Division
Ministry of Education
Bangkok
Thailand

Those representing international organizations were:

Mr. Camillo Bonanni
Unesco
7, Place de Fontenoy
75700 Paris
France

Dr. Dieter Danckwortt
Head
Division for Education Sciences and Documentation
German Foundation for International Development
Endenicher Strasse 41
Bonn
West Germany

Prof. David R. Evans
Director
Centre for International Education
University of Massachusetts
Hills House South
Amherst, Massachusetts 01002
U.S.A.

Mr. David Kahler
Researcher
International Institute for Adult Literacy Methods
P.O. Box 1555
Tehran
Iran

Mrs. Martha Keehn
World Education Inc.
1414 Sixth Avenue
New York
U.S.A.

Mr. Werner Kewelow
Head
Department of Adult Education in Developing Countries
German Adult Education Association
Heerstrasse 100
Bonn-Bad Godesberg
West Germany

Dr. Khater Roushdi
Regional Centre for Functional Literacy in
Rural Areas of the Arab States (ASFEC)
Sirs-el-Layyan
Menoufia
EGYPT

Prof. J.R. Kidd
Secretary General
International Council for Adult Education
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto
Canada M5S IV6

Dr. Joseph Muller
Education and Science Branch
Out-of-School Education Section
German Foundation for International Development
Simrockstrasse 1
Bonn
West Germany

Dr. John W. Ryan
Director
International Institute for Adult Literacy Methods
P.O. Box 1555
Tehran
Iran

General Editor and authors were:

Prof. Harbans S. Bhola
Indiana University
School of Education
Education Building
Bloomington
Indiana 47401
U.S.A.

Prof. Richard Burke
Deptt. of Telecommunication
R and TV Building
Indiana University
Bloomington, Indiana 47401
U.S.A.

Dr. S. Thiagarajan
Assistant Director for Instructional Development
Center for Innovation in Teaching of the Handicapped
School of Education
Indiana University
2805 East Tenth Street
Bloomington
Indiana 47401
U.S.A.

Mr. Sohan Singh
F10/6 Vasant Vihar
New Delhi 110057
India

Participants were selected on the basis of their ability to contribute to the discussion of training in non-formal education and to make suggestions pertinent to the development of the monograph series. Consideration was also given to selecting individuals who, if convinced with the usefulness of the monograph series, could assist with the development of the series and assure its use in national training activities.

II.3 DOCUMENTATION

Documentation for the Panel of Experts included:

a. Background paper on the development of the monograph series - provided by the IIALM

b. Manuscripts for: *The Use of Radio in Adult Literacy Programs* by Professor Richard Burke

Learning to Read and Reading to Learn: An Approach to a System of Literacy Instruction by Mr. Sohan Singh

Programmed Instruction for Literacy Workers by S. Thiagarajan.

c. Outline or preliminary papers for:

Organizing for Literacy Work by H.S. Bhola

Making Evaluation Operational in Functional Literacy Programs by H.S. Bhola

Towards Understanding Visual Literacy and Visual Communication by Fred and Anne Zimmer

Lessons for the Literacy Worker: From Linguistics by Ken Baucom

d. Commentaries on the three monographs by participants from the German Foundation and the German Adult Education Association

II.4 PROGRAMME

The panel met both in plenary and working group sessions. The plenary sessions were devoted to the discussion of the role of training in non-formal education, the role of materials such as the manuscripts presented in training, and the process involved in the development of the monograph series. The working groups had as their main objective the consideration of the three manuscripts in hand as well as outlines for four future manuscripts and were asked to offer suggestions for revision.

II.5 CONCLUSIONS

The monograph Series, "Literacy in Development" is not conceived as a final answer to the problems confronting literacy workers in developing nations. Instead, the series is seen as a first approximation - i.e., an approach based on assumptions thought to be plausible regarding training needs and the means through which they might be fulfilled.

II.5.1 *Assumptions Related to the Role of Training*

The first set of assumptions relate to the role of training in the promotion of literacy work and the significance of literacy in the development process.

The panel took the view that development is a complex process and one not open to easy generalizations. It would be mistaken to assume either that literacy has no role in development or conversely that literacy alone will generate development. It should be noted, however, that sustained development depends upon obtaining and using information and that literacy is an important - although not exclusive - means of access to such information.

Similarly, the relationship between training and the success of literacy programmes and campaigns is a conditional one. It is unlikely that any major literacy programme which does not give explicit and careful attention to the training needs of literacy staff will succeed. Literacy programmes are complex social undertakings. Programmes which seek to substitute enthusiasm for carefully planned and deliberate action are rarely successful in the long run. While training may be considered a pre-requisite for success, it is not by itself a guarantee. The elements for success are several and include the following:

1. Commitment on the part of sponsoring authorities and, more generally, on the part of the political and social structures of the society.
2. Motivation on the part of participants.
3. A co-ordinated and realistic plan of action.
4. An organization disposing of the necessary resources needed to carry out the plan of action.
5. Training - pre-service and inservice - is an essential aspect of the process by which the needed human resources can be developed.

To sum up, the Panel recognized the existence of a "training gap" and urged corrective action such as that to be provided through the monograph series. In the interest of objectivity, however, it urged that the role of training in literacy (and other forms of basic education) and of literacy in development be seen as part of the broad and complex set of interrelationships noted above.

II.5.2 *The Monographs as a Set of Tools*

The panel felt it desirable to make the distinction that the monographs do not represent an approach to literacy but rather a "set of tools" which may be advantageously used with a number of different approaches. This point was considered important as the monographs are conveived as flexible aids for the training of literacy workers and not as a source of ready made solutions to the numerous problems entailed in the conduct of literacy programmes. The approach or strategy adopted will depend upon the ideology and assumptions of those charged with guiding a programme as well as the resources

available, the constraints encountered and other related factors. The literacy monographs are conceived as a training resource which may expand, but should not constrict the latidude available to programme planners. Nor do the monographs in any way reduce the need for resourceful, qualified and dedicated staff. Their purpose is rather to play a role in the effective training of such staff.

II.5.3 *Monographs as Training Resources*

As noted earlier, there was consensus that the monographs can play an important role as a training resource *where* programmes are intelligently designed, adequately supported and staffed by well meaning and well motivated individuals. It can further be expected that the ways in which the monographs are employed will vary considerably. In some instances, they may be used as part of a comprehensive pre-service training course. In other cases, the monographs will facilitate the conduct of *ad hoc* and problem oriented in-service training. Nor should the use of the monographs as part of a course of self-study be minimized. It was urged that the editor and authors of the series keep these various uses in mind and seek to accomodate them in so far as is possible.

Among the ways suggested for achieving the above objectives were the following:

- The monographs should be as simple as an adequate treatment of the subject will permit. While there will be a monograph on writing for readability, it was thought that each monograph in the series should in itself exemplify the criteria put forth in that monograph. It was noted that such considerations would also aid in the translation of the series.
- It was recommended that the monographs be presented in an active problematic format. They should not so much present a set of answers as an invitation to reflection and critical thought. Wherever possible, the monographs should be in a semi-programmed format in order to challenge the reader as well as to facilitate self study.

- It was felt appropriate that monographs dealing with more technical subjects such as evaluation and organization be written at a somewhat higher level than those dealing with more general subjects such as the training of instructors or the preparation of reading materials. The authors should, however, remember that the goal of the series is that of providing a basis for informal dialogue among project staff from all specialties. Accordingly, none of the monographs should present unnecessary difficulties. The series should make information available at a general enough level so that the reader will both grasp its significance to the conduct of a literacy programme and - if needed - be able to apply it to the problems at hand.

- It was recommended that the monograph series be self-contained. That is to say that the monographs should be useful by themselves. At the same time, the monographs should serve as guides to further study. The inclusion of an interpretative bibliography, i.e., a guide to the available references and case materials, would facilitate this goal.

In keeping with the principles set forth in the preceding paragraphs and in view of the difficulties of formulating general guidelines for the conduct of non-formal educational programmes, it was suggested that the monographs series should remain, as it has been conceived, descriptive and illustrative rather than prescriptive. The illustrations used should be from on-going projects and should be sufficiently identified so that the reader, if he so wishes, could seek additional information on the innovation, its operations and its integration into the project as a whole.

It was agreed that the monographs should be sufficient in themselves. As noted, the series should be open to a variety of uses and should be directed to the provision of a core of essential information for the middle level literacy worker.

II.5.4 *Definition of the Middle Level Literacy Worker.*

The reader of the monograph was assumed to be a middle level literacy worker. Who is she/he? What is his/her level of education and degree of experience? What are his/her capabilities? It was realized that middle level will be defined differently in different countries and programmes. Even within the same setting the middle level evaluation specialist will be quite different in background and experience from the middle level supervisor. Discussion of the middle level worker resulted in the drawing up of the following profile.

THE MIDDLE LEVEL LITERACY WORKER*

	Position	Title	Responsibility and Qualifications
	National Head National Staff		
MIDDLE LEVEL	*Trainers and Teachers of Literacy Personnel National Centre	Senior Officer	1-5 years experience Responsible for 30-100 teachers
	*Regional Head	Provincial Adult Education Officer	
	*Regional Staff	Assistant to Senior Officer	Graduate with teaching experience
	*District Head	Adult Education Officer	Ex-teachers on the way up
	District Staff		
	Local Teacher		

CAPABILITIES

Subject Matter	Experience	Language	Tool Skills
Short Adult Education Courses	Primary or secondary teaching	Good command of local and or national languages	Variable experience in self instruction, discussion skills
One year adult education diploma	Extension work	Able to handle beginning university level English (or French or Spanish)	Some transfer and application skills

II.5.5 DEVELOPMENT OF THE MONOGRAPH SERIES

The steps in the development of the monograph series were discussed by the Panel. Among the major steps to be considered were the following:

5.1 Determining the topics to be treated in the monograph series: Panel members discussed the relevance of topics being treated in those monographs already commissioned and offered suggestions for future manuscripts. Topics suggested were: the politics of of literacy, methods of needs assessment, mass media in adult literacy education, literacy in urban areas, the planning of literacy programmes, lessons from cultural anthropology, lessons from sociology, and indigenous approaches to education.

5.2 Identifying qualified authors and commissioning them to prepare monographs: Professor Bhola outlined steps being taken to procure manuscripts by Latin American and African authors. He noted, however, that the preparation of the monographs is most easily undertaken where the author enjoys a level of institutional co-operation and this condition is most likely to prevail in the more developed countries. It was noted that where an author in a developing country encountered specific problems, the IIALM would seek to make special provisions such as modest funding for staff and material assistance.

5.3 Explaining the purpose and desired format to prospective authors for use in the monographs: Participants suggested the compilation of a set of guidelines for prospective authors. It was noted that the General Editor had prepared detailed correspondence with prospective authors explaining the purpose of the monographs. In his letters there has been frequent reference made to individuals whom the author knew and who the General Editor felt typified the audience to whom the series is addressed. It was recommended that the General Editor use his own judgement in the determination of the extent to which a standardized set of guidelines would be helpful.

5.4 Developing mechanisms for the reviewing and revision of the manuscripts: The first Panel of Experts meeting, the subject of this paper, is the outstanding example of a mechanism for the reviewing of the manuscripts. It brings together scholars on subject matter and practitioners from the field. To the extent possible, it was recommended that all monographs be reviewed by similar panels. The three authors whose manuscripts were reviewed in Berlin strongly endorsed the usefulness of the Panel procedures.

5.5 Testing of the monographs in use: It was strongly recommended that provisions be made for controlled testing in use of the monograph series. This testing would occur in training workshops where the monographs might be used alone or in conjunction with other materials. Wherever possible, the authors of the monographs being tested should participate in order to observe both the strengths and weaknesses of their manuscripts.

5.6 Reproducing the monographs in an inexpensive and effective format: As the monographs will be used in the field settings they should be ruggedly bound. The quality of reproduction should be such as to facilitate reading and assure that the monographs will receive favourable and serious consideration. It was felt that the initial production run of the monographs should be limited to perhaps two to three thousand copies each.

5.7 Translating the monographs and adapting them to particular training contexts: The need for the translation of the monographs into national and international languages was recognized by all participants. In pursual of funding and assistance in translations, Panel members suggested extensive contacts with regional and national organizations working in the field of literacy and non-formal education. There was a general feeling that more than a literal translation might be required to assure the adaptation of the monograph series to other ecological and cultural settings. This might be achieved by translations which are culturally sensitive and true to the ideas and purposes of the series rather than to technical criteria alone. There was a strong feeling that this same purpose could be achieved by the development of a "family of materials" around the core of the monograph. Such materials might take the form of teacher's guides, work sheets, discussion guides etc. For the monographs to serve their intended purposes, they must be as widely distributed as possible. The IIALM offered assurances that it fully endorsed this objective. There are no plans to obtain a copyright for the series as reproduction in any and all forms is encouraged. The Institute's only obligation in this matter is to seek to assure that its contributors receive due credit for the work which they have performed. Should a commercial publisher insist upon a copyright to protect himself against other commercial editions in the same language, it is understood that the Institute will be the holder of the copyright and will grant permission to reproduce copies to all organizations or institutions who propose to use or make available for use the monograph on a non-profit basis.

5.8 Revising the monographs: As stated above, it was felt that the initial production run of the monographs should be limited. The printed monograph should not be seen as a finished product but as an intermediate point in the process, the purpose of which is the improvement of training in literacy work. The testing and testing-in-use noted above should provide the author with valuable lessons which might be incorporated in future versions of the monographs. In this respect, it was felt that the number of monographs in the series should be limited to some fifteen or twenty dealing with topics of high importance and general interest. Resources and attention should be devoted to the improvement and revision of the series rather than to the expansion of its coverage into fields of peripheral interest.

II.6 INSTITUTIONAL CO-OPERATION

An essential point upon which all were agreed was that the production of the monograph series should be a public undertaking. The series is intended as a service to the community of literacy workers. The authors, the General Editor and the sponsor of the series, the International Institute for Adult Literacy Methods, welcome the co-operation of organizations - local, national and international - and individuals in the development of the series. In this respect, the Institute paid tribute to the German Foundation for International Development and the German Adult Education Association who afforded them valuable aid in the organization of the Panel meeting at a point at which the conception of the series was flexible and the purpose of the authors and editor was that of seeking guidance and suggestions rather than the defense of a finished product.

During the final sessions of the Panel, participants expressed an interest in establishing further institutional contacts with the sponsoring organizations with respect to translations and use of the monograph series.

Although each participant was speaking in the capacity of an individual, the German Foundation, the German Adult Education Association and the International Institute for Adult Literacy Methods held firm hope that some of the possibilities voiced will come to fruiton.

Dr. Kowit expressed interest in the translation of the Burke monograph on the uses of radio in literacy into the Thai language for use in a workshop presently being planned. *Mrs. Ayman* considered that the Iranian National Committee for World Literacy Programmes could undertake translation of the monographs into Persian for use in Iran and possibly in Afghanistan. *Dr. Fattahipour* added that the National Centre for Adult Education and Training in Tehran would also offer co-operation in the translation of the monographs into Persian.

Dr. Khater noted that ASFEC might be instrumental in the translation of the monographs into Arabic. *Mr. Hashim* of the Sudan agreed that the monographs would be of high value and put to use if available in Arabic translations.

Dr. Ogunlade noted the usefulness of the monographs to the Nigerian Adult Education Movement and the availability of resources for translation into national languages. He indicated that he would explore the possibilities of organizational co-operation within Nigeria.

Mr. Mpogolo cited interest among organizations within Tanzania to translate the monographs into Kiswahili. He noted the potential usefulness of the monographs on evaluation and organization and agreed to pursue the establishment of testing-in-use situations for those monographs in Tanzania.

Mr. Singh noted the effectiveness of the Adult Education Associations in India in the printing and distributing of educational materials and suggested that this matter be pursued with the Indian Adult Education Association.

Mrs. Keehn mentioned World Education, Inc.'s contacts in some twenty countries and offered to facilitate contacts and co-operation in the testing of the monographs.

Professor Evans cited the importance of involving regional, national and local authorities in the diffusion of the monographs. He offered his full support in the promotion of the monograph series.

Dr. Bonanni noted the many levels and ways in which Unesco is involved in literacy. As Training Officer of the Literacy Division he noted his interest in the monograph series and his willingness to encourage their usage.

Mr. Keweloh circulated a list of proposals relating to the translation and use of the monographs in training and testing situations in which the German Adult Education Association might participate in Africa. He listed regional co-ordination efforts by the DVV's Accra office; distribution of the monographs in Zaire, Ghana and Somalia; development of testing situations in Zaire and Ghana; and conditions for support in the production and testing of Kiswahili versions of the monographs.

Dr. Muller expressed the German Foundation's interest in assisting with the organization of a second Expert Panel for discussion of subsequent monographs and in promoting the use of the monograph series in East Africa.

CONCLUSIONS

The Panel concluded its deliberations on the afternoon of the 17th of July. Members reqested that the Final Report make mention of their appreciation to the German Foundation for International Development for the excellent organization and support of the Berlin meeting as well as for the friendship and hospitality they had experienced in Berlin. All participants agreed that the Panel had provided an effective mechanism for informal discussions, small group meetings and plenary sessions. The work programme for each setting was carefully considered in order to maximize the advantages and minimize the disadvantages. It was strongly recommended that the sponsoring agencies should consider the holding of a second Panel in 1976 to discuss further manuscripts.

It was considered that the meeting had provided valuable exchanges of views on a topic of emerging importance: training strategies for the promotion of non-formal education. The International Institute for Adult Literacy Methods was commended on its initiative in preparing and supporting a much needed series of training monographs. The General Editor and the Director of the IIALM in turn, expressed their appreciation for the evident attention with which the participants had prepared themselves for the meeting and the positive suggestions and offers of support for the promotion of the series made by members of the Panel.

APPENDIX: REPORTS OF THE WORKING GROUPS

The working group reports which comprise this section of the Panel Report are the results of group discussion on the seven items of documentation offered for consideration during the course of the Panel's deliberations. Authors of five of the items were present and participated in the discussions.

In appending the reports of the working groups to the Panel Report no effort has been made to alter the form of the individual reports. Material from the reports has been presented in summary form in the main body of the report itself.

REPORT OF WORKING GROUP I

Working group I had as its principle task the examination of the monograph by Mr. Sohan Singh, Learning to Read and Reading to Learn: An Approach to a System of Literacy Instruction, and the offering of suggestions for inclusion of material and revisions in the manuscript. Members of the group included:

Mrs. Lilly Ayman, chairperson; Mr. Sohan Singh, author;

Dr. Rousdhi Khater, Mr. Joseph Mpogolo, Mrs. Weist,

Dr. Josef Muller, and Mr. David Kahler, rapporteur.

Conclusions and recommendations of the group regarding Mr. Singh's monograph include:

1. The monograph represents the author's approach to instructional materials which is based on his experience in the field and his concept of reading and writing.

2. The identity of the target audience for whom this monograph was prepared was discussed as well as the need for the inclusion of a statement to that effect in the General Editor's preface to the monograph ("middle level literacy workers").

3. Revisions already undertaken have enhanced the readability of the manuscript as well as having considerably shortened it. It was felt that further condensation and reworking of certain portions of the manuscript would yet be beneficial. The reworking, in the form of examplifications of the workbook and guidebook advocated by the author, would deal primarily with the arithmetic portion of the monograph. Another area needing revision is that of chapter summaries. It was felt that summaries should be more reflective form-wise of the chapter content (check lists instead of paragraphs). The chapter dealing with format was cited as another area for revision as well as inclusion of more thorough treatment of the different aspects of the physical make-up of the materials (page, size, print size, illustrations, lay out, etc.) At the same time attempts will

be made to correct a felt imbalance in treatment between the sections dealing with reading and writing and that dealing with arithmetic. These revisions will be undertaken by the General Editor and the staff of the IIALM and these will then be submitted to the author for his consideration.

4. The group as well considered the stages of learning to read and write and the concept of reading and writing as basic factors influencing the construction of instructional materials. They therefore should be dealt with explicitly in the monograph.

5. Members of the group would like to see the inclusion of a statement of the criteria upon which the author's choice of method of teaching reading and writing is based, as the choice of method is dependent upon various factors, one of which is language. The same holds true for content, style and vocabulary.

REPORT OF WORKING GROUP II

Our discussions were on The Use of Radio in Adult Literacy Programs by Prof. Richard Burke. Members of the group included:

Mr. Safi El Hashim
Dr. Kowit V.
Mr. J. Klicker
Dr. James Ogunlade (Rapporteur)
Mr. J.R. Kidd
Mr. C. Bonanni
Prof. Richard Burke

Our order of discussions were -

1. Context - Radio as a medium of instruction - and what are the political, ideological and national policies that affect context.
2. Learner - participation - curriculum preparation - Maintaining Interest
   Groups and classes
3. Volunteer Leaders - Monitor - Animateur - Preparation and roles of these.
4. Variation - Use of Radio Programme in the Context of:
   a) Literacy Skill
   b) Information
   c) Reinforcement
   d) Others
5. Organisation of the Radio Programmes in respect to:
   a) Other Materials
   b) Group Organization
   c) Support Services
6. Questions of:
   a) Demography i.e. (i) age groups of family group
      (ii) Uraban and rural population
   b) Feedback system

7. Authors Questions in respect to:

   a) Clarity
   b) Interest
   c) Accuracy
   d) Sufficiency
   e) Balance
   f) Utility

8. Recommendations

1. *CONTEXT*

   In terms of the context of the monograph, it was the opinion of the group that some information should be given about practical training that is necessary for the effective use of radio as a tool for a literacy education. It should also be stressed in the monograph that radio programme used for literacy education will be affected by the political, iedological and national policies of the area. These should be clearly stated in the monograph bearing in mind the target group for which the monograph is intended.

2. *LEARNER*

   It is the view of the group that something should be said about the range of listening pattern of the audience in the monograph. This, it was felt, would enable the literacy worker to determine the length of the radio broadcast.

3. *VOLUNTEERS etc.*

   Because of regional variations or situational variations, it seems profitable to define in the monograph the various meaning intended for words such as monitor and animateur. The roles of these people should also be stated however small.

4. *VARIATION - USE OF RADIO PROGRAMME*

There should be more comments on reinforcement in the monograph. For example when the plan is to teach the letter "o" certain words that contain the letters e.g. "book", look", cook" should be stressed. Another example of reinforcement is that the head or chief of the locality could be asked to talk about the importance or the problem. Apart from teaching basic literacy skills, the monograph should contain how the context of the radio broadcast should contain essential information about the knowledge to be imparted to the target group (e.g. information on health, nutrition and family planning).

5. *ORGANIZATION AND DISTRIBUTION OF MATERIALS*

The distribution of supporting materials such as literature and primers is not emphasised enough in the monograph. This should be improved. Mention should also be made on how equipment should be distributed and the establishment of local service stations. Since the monograph aims at people in the rural areas, emphasis should be placed on getting the supporting materials ready at least months before the programmes come on the air.

6. *OTHER QUESTIONS*

This monograph is addressed to field workers in rural areas, thus it leaves out people in urban and slum areas. It should also mention which programmes are suitable for the different demographic groups - whether of age groups or family groups.

7. *AUTHOR'S QUESTIONS*

The author wanted to know whether the monograph is clear, interesting, accurate, sufficient and useable. It was the view of the group that the monograph is clear, interesting, accurate and useable, and that if the above suggestions are attended to, it would also be sufficient.

8. *RECOMMENDATIONS*

The group recommended that:

a) A monograph be commissioned to deal with the use of other means of mass media in adult literacy education.

b) Information leaflet or another monograph be written about what the administrator/planner should know about "The Use of Mass Media in Literacy Education".

c) There should be a monograph on how to deal with literacy education in the urban and slum areas.

REPORT OF WORKING GROUP III

The report of this group will deal only with its review of the monograph on Programmed Instruction for Literacy Workers by S. Thiagarajan. However, many of the comments are intended to have more general applicability to other monographs in the series and particularly as suggestions to authors who are just now beginning to write their drafts. The members of the group included:

Dr. John W. Ryan; Mr. Werner Keweloh; Mrs. Martha Keehn, (Chairperson)
Dr. Ahmad Fattahipour; Dr. David Evans (Rapporteur) and Dr. S. Thiagarajan (Author)

As part of our discussions we asked Dr. Thiagarajan to summarize the major indicators of effectiveness which he would seek in a field test of his monograph. These are reproduced below to serve as a reference point for subsequent comments by the group.

Effectiveness Indicators

1. *COMPETENCIES ACQUIRED:*

   Can the learner demonstrate the mastery of learner analysis, task analysis, literacy-skills analysis, and evaluation? Can the learner demonstrate proficiency in these skills by applying them to a self-selected topic and producing a programmed learning instrument for a selected target group?

2. *INSTRUCTIONAL INDEPENDENCE:*

   Is the manual independent of the need for teachers or other inputs? Can a learner work through the material successfully without needing other resources?

3. *TRANSLATABILITY:*

   Can a non-specialist translator culturally and linguistically translate the materials without the need for constantly checking with the author.

4. *ATTITUDINAL CHANGES:*

Does the learner possess the following attitudes about programmed instruction upon completion of study of the manual?

- that development of instructional materials is a systematic process
- that the adult learner should be involved as a collaborator before, during, and after the design of the instructional materials
- that repeated testing and refinement is essential to any material and that one never produces a permanent version
- that there are alternative approaches to instruction and that the principles and process of programming can be applied to many different approaches

The following are the suggestions of the group about the monograph grouped roughly under the headings of Communications and Technical issues.

Communications : (language, format, media)

- Suggest test 'frames' and exercises be added at the end of the chapters
- Suggest the use of an actual programmed learning sequence as part of the text in several places so the manual 'practices what it preaches.'
- consider reducing the amount of technical terms included. Suggest that criteria be developed to judge the benefits of including specific new technical terms such as
  - importance of the term to the subject
  - frequency of use of the term in the text
  - ease with which the term could be put into simple equivalent phrase
  - degree of use of the term in other literature which the learner might be expected to read for further information

- Suggest inclusion of a glossary where new terms are clearly defined, preferably with examples
- extent to which repetitiveness of material (e.g. statement, treatment, summary) is necessary in light of length of document
- Suggestion that to make it shorter either several of the later applied chapters be dropped, or that two volumes be considered a) chapters 1-8 as a basic document and b) chapters 9-12 as a more applied statement
- Consider replacing "condom" example which limits audience and location acceptability of document but is not central to basic message
- add examples and comments suggesting that women as well as men can be taught with methods discussed. Use nutrition or health, or other fields of interest to women.

Feasibility :

- The level is well beyond that of a typical literacy worker in many settings. Could be profitably used in teacher training institutions or in training of trainers of literacy workers
- possible conflict with traditional learning models which emphasize personal relationship between learner and teacher, and which emphasize learning from status authority figure who is seen as expert. Learning from a written source alone may be less acceptable or may at least require time for introduction and acceptance.
- add discussion on designing programmed materials which are not consumable - i.e., which can be used over and over by many different learners.

Effectiveness :

- expressed concern over confusion that might arise from the historical variations in the meaning of the term "functional" as used in the monograph
- effective if target group are literacy programmers rather than literacy workers
- that programmed learning does not stand by itself and must be supplemented by other didactic approaches such as demonstrations
- that discussion and examples be used to indicate ways in which the material can be made directly relevant to the local situation be given e.g., replacing the Thakali by a Yam, dealing with polution, or modern tools.

Appropriateness :

- manual very appropriate in providing examples extensively, and in presenting to reader clear set of procedures useful in any instructional materials development. Process valuable even if no programmed materials are to be produced.
- examples clear, well presented, and backed up by clear diagrams and charts summarizing major points of the author.
- will be good resource of second spiral nature useful for those who are "reading to learn."
- likely to be most useful to upper-middle level workers at regional and national level.

General Comments :

- concerned that literacy component of the examples never really drawn out of show how frames produce BOTH functional learning as well as literacy practice

- some clarification of chapter three be undertaken to make format closer to other chapters and to highlight more clearly the relevance of adult learning to programmers task. In chapter three clarify the relative appropriateness of programmed instruction for illiterates, pre-literates, and neo-literates. Discuss problems peculiar to application of this method to illiterates in particular. Give examples of this if at all possible. e.g. , Egyptian model.
- consider modification on paragraph about Freire to be less sanguine about similarities of his philosophy and that of Programmed instruction.

Overall reaction was that the monograph was clear, well written, provided a most valuable example to other authors. Particularly noteworthy is the precision in setting limited goals and summarizing theme clearly.

REPORT OF WORKING GROUP IV

Report of the working group on the Zimmer monograph

Toward Understanding Visual Literacy and Visual Communication

Members of the Group: Mrs. Ayman; Dr. Khater,
Mrs. Klicker; Mr. Burke-Reporter

General Observations

1. There is a great deal of valuable information in this monograph, but without the illustrations, it is difficult to evaluate its full impact. Rough pencil sketches would be helpful in judging how well the authors have combined the visual and verbal elements in developing their material. We felt that the monograph, though interesting in essence, could do more to engage the reader The reader could be asked to make his own drawings, to complete drawings, to give his own examples and so forth. A series of specific tasks to encourage the reader to participate actively in his own learning would make the monograph much more useful.

2. The authors seem to direct their remarks to fellow professionals in design and audio-visual communication, rather than to the field worker-organizer. The monograph would be more useful to literacy field workers if emphasis were placed on using and interpreting existing visual materials, rather than on designing, producing and distributing new materials.

3. The authors seem to treat visual literacy as an end in itself, with almost no mention of the relation between learning from the visual and functional literacy. Little mention is made of the ways in which visual literacy can assist the learner in dealing with concepts and abstraction. Little mention is made of some of the practical applications of visual literacy such as learning to read blueprints, charts, machine drawings and other similar material. The authors indicate that the practical aspects of visual literacy will be dealt with in Chapter Three, but these applications should probably be treated earlier in the monograph.

Content and Style

A. Content

1. The group questioned the need for the extensive historical treatment of the development of communication. If the authors feel that the historical perspective is necessary, they should include the development of hieroglyphics, pictographs and early forms of writing and visual representation.

   It was felt that their interpretation of history was superficial, and in some instances, inaccurate or misleading.

   Some of the remarks on the sociology of communications were a bit superficial.

B. Style

1. The monograph needs considerable work on organization, structure and sequence.
2. There is little relation between the sub-titles and the actual content, especially in Chapter One.
3. The authors need to clarify and highlight some of their terminology for the benefit of those readers who are unfamiliar with the principles of visual communication.
4. The authors seem overly apologetic about their "Western orientation"
5. The chapter summaries are repetitions rather than true summaries.

Conclusions and Recommendations

1. The group feels that the monograph, though interesting in essence, should be oriented more toward the user than toward the producer of visual materials in the teaching of literacy.

2. The monograph should use illustrations not only to amplify and complement the points they are making, but more important, to engage the reader in specific learning tasks throughout the monograph.

3. The authors should place less emphasis on the development of "Western" modes of mass communication, and considerably more emphasis on specific ways in which culture oriented visual materials can aid in the teaching of literacy. More emphasis for example on questions such as "how do these materials help or hinder learning" "how can professionally designed and printed materials be supplemented for specific local learning tasks" and "how can the field worker be of assistance in evaluating the effects of culture-oriented visual materials."

4. The authors should read carefully Mr. Sohan Singh's monograph, since the two themes are very closely related.

Comments on the Baucom monograph on linguistics

1. Difficult to judge the monograph from the outline...author is a specialist in linguistics..readers may not be familiar with terminology.

   A. Small glossary at the beginning of the monograph might be helpful.

   B. Use as little specialized terminology as possible.

2. The approach to the subject should be more problem-oriented, and less theoretical. More use of personal experience, specific instances.

3. Section Two--Dealing with the written language.

   A. Too far above the level of the reader.

   B. May not be the responsibility of the reader at this level.

REPORT OF WORKING GROUP V

Lessons from Linguistics for the Literacy Worker: by Kenneth Baucom.

The members of the group included:

Mrs. Weist; Mr. Ryan; Mr. Bonanni; Mr. Keweloh (Chairman); Mr. Kahler (Rapporteur)

The group felt that a manual on linguistics in relation to literacy teaching would address matters of interest to a population larger than the field worker and including policy makers and others. The group emphasized that the manual should be as practical as possible and designed to bring the contributions of linguistics to the problems of literacy workers.

The group devised a subset of questions which they felt the monograph should speak to. The consist of the following:

1. What is the role of various linguistic disciplines in literacy and its implications for literacy?
2. What is linguistics (briefly put)?
3. What is the role of linguistics in the choosing of the language for literacy?
4. What is the role of linguistics in the preparations of the literacy programme? (identification through survey of phonological, grammatical, lexical and logical patterns of the participants language)?
5. What is the role of linguistics in the field of methodology and the preparation of literacy materials (key words list, readability, phrases, structure etc.)?
6. What is the role of linguistics in the teaching of reading and writing (overcoming reading and writing difficulties)?
7. What is the role of linguistics in the teaching of a new language?

Other points treated and questions posed were:

1 As literacy involves linguistics what are the connections between the two, how can they be analyzed and what are some examples of past applications?

2. In Section III, the author suggests certain linguistic frameworks. Could examples of the applications or these be given emphasizing the advantages and disadvantages of each approach and their applicability in differing situations?

3. A part of the monograph assumes the availability of a linguistic specialist whose role is explained to the literacy worker. Were a linguistic not available, are there simple techniques which might be explained to the literacy worker to enable him to carry out essential operations? If so, can the procedures and their logic be simply explained?

4. When the author mentions terminology such as deictics, morphophonemic problems, etc. how will he clarify these terms to the reader?

5 As we want to look at the problem from the perspective of the middle level worker, can the essentials be simply presented without the complications of technical terms?

REPORT OF WORKING GROUP VI

Organizing for Literacy by H.S. Bhola

The members of the group included:

Prof. H.S. Bhola (Author)
Dr. Ahmad Fattahipour
Dr. Jochen R. Klicher (Rapporteur)
Mr. Zakayo J. Mpogolo
Mr. Sohan Singh (Chairman)

The report of this group deals with the outline of the monograph on Organizing for Literacy Work by H.S. Bhola. But some comments and suggestions to the author give also further points of view, especially what the philosophical and political implications of the roles and rules for organizing social systems are concerned.

The discussion can be summarized by the following list of conflicts which the group assumed can arise in the field of organizing for literacy work:

- conflicts dealing with the different levels of organizers
- conflicts between the organizer's philosophy and other philosophies which he is faced with around the world
- conflicts between the author's model of management (and its philosophical background) and different rules of management
- conflicts which can come from the revolutionary nature of functional literacy
- conflicts created by the democratic nature of literacy organization confronted to other social - may be resisting - organizations of society
- conflicts coming from the different thinking of Leaders involved in literacy work
- conflicts between literacy work as an important branch of non formal education and the (old) formal education systems
- conflicts dealing with social class differences

As part of our discussion the group spent a long time on four topics which we considered to be important:

1. In detail the group discussed the problem of power, which organizations - as social systems need to survive and be able to serve their clients. While doing his job the organizer/literacy teacher gains power. Then he has to harmonize the legitimization of new leadership with the power of already established institutions. The way to solve the problem by borrowing power from older and established groups of leadership seems to be the best.

2. Another problem in which the group was involved was the authors management philosophy. Professor Bhola: "It is eclectic."
   The group discussed the dilemma of an effective management model for organizing literacy work on one hand and the need of democratic responsibility of people on th other hand. However the author stressed his "christmas tree model" of managing where the "decorations on the tree can be very humanistic" and the bureaucratic pyramid as the most functional way of proceeding.

3. Then the group tried to see and understand the problem that some role performers in the learning group continue performing their roles they are used to. However the organizer for literacy work has to, put it out for example, that an expert joining a learning group is not in the same time a "great communication man." That is what groups can understand and handle.

4. Dealing with the consequences of role and status for the organizing work the group suggested that the author's thought on the literacy organizer ("He must not sabotage his own plans by recruiting friends, relatives, students, or admirers when they are clearly unprepared for the jobs to be done".) is right but idealistic. Prof. Bhola agreed.

In general the group agreed with the author's opinion that many problems in the context of organizing for literacy work can not be solved. But this does not mean that the organizer has not to keep his mind open for all these problems.

Recommendations

The group would be pleased with more details given in this manuscript upon configuration and configurational relationships as it is already published in Prof. Bhola's work "The Configurational Theory of Innovation Diffusion." Some members would like to see the inclusion of a paragraph upon the different and difficult clientels.

REPORT OF WORKING GROUP VII

Discussion of the Outline on Literacy Evaluation by H.S. Bhola and John Hanitchak.

The members of the group included:

Mr. Hashim (Chairperson)

Prof. Evans

Dr. Ogunlade

Dr. Thiagarajan

Dr. Kowit

Dr. Muller and

Mrs. Keehn (Rapporteur)

The discussion of the proposed monograph on evaluation took place only after a lengthy and detailed discussion about the target audience, the elusive 'middle-level literacy worker.' That discussion is summarized graphically as Attachment A, and it greatly influenced our consideration of the monograph.

Recognizing that the manuscript which we had in hand -- "Making Evaluation Operational in Functional Literacy Programs" -- was not even a rough draft of the proposed monograph, or even of its first section, we began our discussion by focusing on the substantive aspects suggested by Dr. Thiagarajan's list of criteria: appropriateness, effectiveness, and feasibility.

There was unanimous agreement that the subject of evaluation is one that urgently needs to be dealt with at all levels. the teacher needs to understand why he is asked to collect data about dropout and attendance rates, the policy-maker needs to understand what gains he can expect from designating funds for program evaluation, and the administrator needs to be able to find his way among the varieties of evaluative approaches open to him and to understand what they can contribute to the enhancement of his program.

Partly because a number of recent (or soon to be published) articles and monographs already exist which are directed to the higher levels of decision makers, but more particularly because the stated objective of the monograph project is to assist in the training of middle-level literacy workers it was suggested that the authors concentrate their attention on Section 2 of Part II in the proposed outline, i.e., "Specific Measurement Problems in Literacy." We would probably recommend that the second part of the title be changed from "Collecting Data as Part of Implementation" to "Collecting, Interpreting, and Using Data as Part of Implementation.

Mr. Hashim, Dr. Ogunlade, and Dr. Kowit described the kinds of evaluative chores that the Senior Adult Literacy Office or his counterpart might be called upon to undertake in their respective countries. They included some of the following: supervising the distribution and collection of achievement tests and to some degree interpreting the results; evaluating the effectiveness of training courses for teachers; reporting on attendance and dropout rates; making recommendations about changes needed either in language or content of centrally prepared materials to make them more applicable at the regional or local level.

It was agreed that the middle-level worker needs help in relatively simple interpretive skills: how to interpret evaluative findings,
elementary trend analysis,
looking for differences (discrepencies) and asking why they are there,
how to look at attendance records and think through what they mean,
how to observe a class and listen for relevant information,
how to encourage field level personnel to talk about their problems,
and how to design simple, low-cost 'informal' evaluation techniques.

Perhaps the authors might reconsider their basic approach. Instead of beginning with theory and moving to the concrete, we suggest that they try moving along a continuum from the highly specific to the highly (or not-so-highly) abstract, bearing in mind the background of the reader in the subject matter, his experience in the field, his language skills, and his 'tool' skills. This would involve an inductive,

OE 008 570

rather than a deductive approach, starting with the particular, and deriving theory from experience rather than vice versa.

It was thought that the monograph would be more useful and more readable to its target audience (if we have defined it correctly) if each chapter began with a concrete problem that might be faced by a middle level worker, and if it included a sample or samples of the relevant evaluation tool. "Here is your local leader's monthly dropout report. What does it show? What is happening? Is it good or bad? What can you do about it?"

Not only the middle-level worker (as well as others) needs to understand his/her role in the gestalt of the program process, needs to know what decisions are his to make, and what information he needs on which to base those decisions. It is hoped that this monograph can provide him with the kind of help he needs to be able to identify, prepare, administer, and interpret relevant data and data collection instruments.

Particular emphasis might well be given to the practical application of the findings that fall within the provision of the middle-level worker. "What Can You do About It?" was proposed as a possible last chapter for the monograph.

It may be desirable to summarize in an attachment or an appendix the theory derived from the practical considerations discussed in detail in the body of the monograph.

Attachment A - A kind of a profile of the 'Middle-Level Literacy Worker'

THE MIDDLE LEVEL LITERACY WORKER*

	Position	Title	Responsibility and Qualifications
	National Head National Staff		
MIDDLE LEVEL	*Trainers and Teachers of Literacy Personnel National Centre	Senior Officer	1-5 years experience
	*Regional Head	Provincial Adult Education Officer	Responsible for 30-100 teachers
	*Regional Staff	Assistant to Senior Officer	Graduate with teaching experience
	*District Head	Adult Education Officer	Ex-teachers on the way up
	District Staff		
	Local Teacher		

CAPABILITIES

Subject Matter	Experience	Language	Tool Skills
Short Adult Education Courses	Primary or secondary teaching	Good command of local and or national languages	Variable experience in self instruction, discussion skills
One year adult education diploma	Extension work	Able to handle beginning university level English (or French or Spanish)	Some transfer and application skills